

Inspection report for early years provision

Unique reference number	136870
Inspection date	10/02/2012
Inspector	Angela Ramsey
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since March 1992. She lives with her three adult children in the London borough of Bromley. Children have access to her living room, back room and kitchen diner. There is an enclosed garden for outside play. The childminder is registered to work with another childminder.

The childminder is registered to care for no more than five children under eight years; of these, not more than three may be in the early years age group, and not more than one may be under one year at any one time. The childminder is caring for two children in the early years age range and three children aged under eight years.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes the welfare and learning requirements of the Early Years Foundation Stage. Children are making good progress in their learning and development and are able to enjoy a range of age appropriate activities and experiences. The childminder knows the children well and as a result they are happy, secure and settled. Children are safe and risk assessments are completed, however the recording of these lack detail. Trusting relationships with parents have been established which contribute well to children's welfare needs being met. The childminder uses self-evaluation well to secure continuous improvement to her service.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the recording of evacuation drills to include any problems encountered and how they were resolved
- conduct risk assessments for outings and take all reasonable steps to ensure that hazards to children are kept to a minimum.

The effectiveness of leadership and management of the early years provision

The childminder effectively safeguards children's welfare. She has a good understanding of safeguarding issues and of how to proceed if she has a concern about a child in her care. All of the required documentation that promotes

children's health, safety and well-being is in place, up to date and underpins her good practice. Effective risk assessments to identify potential hazards in her home and garden are conducted. However, risk assessments for outings are not completed. Although regular fire drills are carried out with the children so that they learn how to keep themselves safe the details of these are not recorded. The childminder demonstrates a genuine enjoyment of her work and a motivation to maintain continuous improvement. She routinely reflects on her practice and demonstrates a strong awareness of the strengths and weaknesses in her provision. Action plans are well targeted to further improve the outcomes for children.

The childminder is fully aware of the benefits of working in partnership with all those involved in children's care. When caring for children who attend other settings the childminder is aware of her role in sharing relevant information to ensure continuity and coherence. The childminder establishes positive partnerships with parents. She keeps them informed of their children's progress through daily conversations and parents are provided with copies of policies and procedures that support her service. In written references provided by parents they describe the childminder as 'loving and motherly', 'personable and friendly', kind and caring'. Parents also make positive comments such as 'my child has come on leaps and bounds educationally' and 'the childminder provides a home from home environment'. 'She cooks healthy meals and she is reliable and flexible'.

The childminder's systems to observe and assess children's progress are effective. The written observations identify where children are in their learning. The information gathered is then used successfully to plan relevant and motivating learning experiences for each child's next steps in learning, and are linked to the six areas of learning. The childminder actively promotes equality and diversity. She works closely with parents and becomes familiar with each child's needs, such as their likes and dislikes, dietary requirements and sleep routines. She makes sure that all children are included and make good gains in their learning. The play areas used by the children are well organised to promote children's independence in choosing what they play with. Children are able to see some positive images of diversity in the available resources such as books and small world figures.

The quality and standards of the early years provision and outcomes for children

Children's learning and development is effectively supported. As a result, they are making good progress towards the early learning goals and successfully gain skills for the future. The childminder provides a varied range of experiences and learning opportunities that stimulate and challenge children's knowledge and understanding. She organises outings to local childminding groups and parks to develop children's social and physical skills. The childminder creates a comfortable, welcoming and child-centred environment where children are able to enjoy the activities on offer. Children move confidently around the home, developing their independence as they choose what they play with. Children eagerly operate programmable toys. They excitedly press the buttons and wait with anticipation to

see what happens next. Children enjoy role play and during the inspection made 'cups of tea' for the childminder and inspector. Children who attend after school like to read and share books, dress up and role play imaginatively. They engage enthusiastically in creative activities and are keen to explore the indoor and outdoor environments.

The childminder effectively supports children's healthy lifestyles and their well-being and implements positive hygiene routines to prevent the spread of infection and promote children's good health. For example, the childminder follows good nappy changing procedures and enables children's to gain understanding of the importance of hand washing through routine practice. The childminder prepares healthy and nutritious home cooked meals and snacks.

Children's welfare is safeguarded effectively and children show that they feel safe and secure. The childminder requests all required parental consents and records any medicines she administers. Children's behaviour is good. The childminder rewards positive behaviour with copious amounts of praise. Everyday experiences help children to acquire skills for the future. For example, young children are encouraged to feed themselves with finger foods, share toys, take turns and help to tidy away the toys. The childminder views meal times as important. Whilst sharing a meal children are encouraged to tell each other about their day at school and the activities they have enjoyed whilst in the childminder's care.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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